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ABSTRACT

The standards in this document are based on previous North Dakota standards, national standards, and standards from other states. The purpose of these standards is to provide a framework from which teachers in North Dakota can design their visual arts curriculum. The expectations for the knowledge and skills that students should acquire are defined in the document using several levels of specificity. Standards are applied to four visual arts disciplines: production, aesthetics, art history, and art criticism. Each standard is supported by benchmarks, specific knowledge, and sample activities for grades K-4, 5-8, and 9-12. The document identifies the following standards in the visual arts: (1) Visual Art Media, Techniques, and Processes; (2) Structure and Function; (3) Subject Matter, Themes, Symbols, and Ideas in Visual Art; (4) Visual Art History and Culture; (5) Merits of Works of Visual Art; and (6) Connections. (BT)

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North Dakota
Visual Arts
Content Standards

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INTRODUCTION

The visual arts standards for the state of North Dakota were developed by a diverse team of educators, elementary through higher education, during the period 1998-2000. The purpose of these standards is to provide a framework from which teachers of North Dakota can design their visual arts curriculum. The standards in this document are based on previous North Dakota standards, national standards, and the standards from other states. Through discussion of the various sources and a consensus process, the writing team defined six standards that reflect the various disciplines of the visual arts and the unique nature of North Dakota.

Organization of the Document

The expectations for the knowledge and skills that students should acquire are defined in this document using several levels of specificity. First, there is a standard that presents a general theme that students need to understand. The consensus was that there are four main disciplines involved in the visual arts: production, aesthetics, art history, and art criticism. These disciplines need to be developed in any curriculum but there is no particular order or predominance of need implied by the position of the discipline in this document. The amount of time spent on any given benchmark is a local decision and depends on the nature and scope of the knowledge and skills that students must acquire.

Each standard is followed by a set of benchmarks that address areas of concentration within the standard. The benchmarks are followed by examples of specific knowledge that students should know. Finally, suggested activities are presented which integrate the specific knowledge, benchmarks, and standard. Please note that these activities are suggestions only; they are not mandates. The intent of the examples of specific knowledge and activities is to provide clarity about the expected knowledge and skills that students should acquire.

Although the benchmarks defined in this document are written as expectations for students at the end of grades 4, 8, and 12, this document is designed for use by all educators in grades K – 12. How to distribute these opportunities across the grade levels is a decision left to local districts.

NORTH DAKOTA VISUAL ARTS* CONTENT STANDARDS

Standard 1: VISUAL ART MEDIA*, TECHNIQUES*, AND PROCESSES*
Students understand and apply visual art media*, techniques*, and processes*.

Standard 2: STRUCTURE* AND FUNCTION*
Students understand how works of art are structured and how visual art has a variety of functions.

Standard 3: SUBJECT MATTER, THEMES, SYMBOLS, AND IDEAS* IN VISUAL ART
Students know a range of subject matter, themes, symbols, and ideas*.

Standard 4: VISUAL ART* HISTORY AND CULTURE
Students understand the visual arts* in relation to history and culture.

Standard 5: MERITS OF WORKS OF VISUAL ART
Students understand the characteristics and merit of one's own work of art and the works of art of others.

Standard 6: CONNECTIONS
Students make connections between the visual arts* and other disciplines.

• indicates the word or phrase is defined in the Glossary

SUMMARY OF GRADES K-4 BENCHMARKS

Standard 1: VISUAL ART MEDIA*, TECHNIQUES*, AND PROCESSES*

Students understand and apply visual art media*, techniques*, and processes*.

4.1.1 Know differences between visual art media*.
4.1.2 Know the different techniques* used to create* visual art.
4.1.3 Know differences between visual art processes*.
4.1.4 Know how different visual art materials, techniques*, and processes* cause different responses.
4.1.5 Know how different visual art media*, techniques*, and processes* are used to communicate ideas, experience, and stories.
4.1.6 Use visual art materials and tools* in a safe and responsible manner.

Standard 2: STRUCTURE* AND FUNCTION*

Students understand how works of art are structured and how visual art has a variety of functions.

4.2.1 Know the differences among visual art structures and functions.
4.2.2 Know how expressive images cause different responses and communicate ideas.
4.2.3 Use visual art structures* and functions of works of art to communicate ideas.

Standard 3: SUBJECT MATTER, THEMES, SYMBOLS, AND IDEAS* IN VISUAL ART

Students know a range of subject matter, symbols, and ideas*

4.3.1 Understand how a variety of subjects, themes, symbols and ideas* are incorporated in a selection of works of art.

Standard 4: VISUAL ART HISTORY AND CULTURE

Students understand the visual arts* in relation to history and culture.

4.4.1 Know that visual art has both a history and specific relationship to various cultures.

Standard 5: MERITS OF WORKS OF VISUAL ART

Students understand the characteristics and merit of one's own work of art and the works of art of others.

4.5.1 Know various purposes for creating works of art.

4.5.2 Know that works of art can elicit different responses.

Summary of Grades K – 4 Benchmarks

Standard 6: CONNECTIONS

Students make connections between the visual arts* and other disciplines.

4.6.1 Know the similarities and differences between the visual arts* and other art disciplines (performing arts*, literature, practical arts*).

4.6.2 Know connections between the visual arts* and other disciplines in the curriculum.

Standard 1: VISUAL ART MEDIA*, TECHNIQUES*, AND PROCESSES*

Students understand and apply visual art media*, techniques*, and processes*.

Benchmarks

4.1.1	Know differences between visual art media*.
4.1.2	Know the different techniques* used to create* visual art.
4.1.3	Know differences between visual art processes*.
4.1.4	Know how different visual art materials, techniques*, and processes* cause different responses.
4.1.5	Know how different visual art media*, techniques*, and processes* are used to communicate ideas, experience, and stories.
4.1.6	Use visual art materials and tools* in a safe and responsible manner.

Examples of Specific Knowledge that Support the Standard and Benchmarks

4.1.1
- media (e.g., drawing, painting, sculpture, printmaking, ceramics, computer fine art, photography, textiles, graphic design)
- two dimensional materials [e.g., paint (watercolor, tempera*, acrylic*), pencil (graphite), charcoal, chalk or pastels, crayon, markers, colored pencils, ink, paper, fabric]
- three dimensional materials [e.g., clay, slip or engobes*, paper (various kinds and weights), cardboard, wood, fabric, wire, paper maché, tin foil]

4.1.2
- drawing techniques (e.g., gesture*, contour, cross hatch, value* shading, line and line variation, perspective, composition)
- mixed media (e.g., collage, combining various mediums)
- painting techniques (e.g., wet on wet*, wet on dry*, dry on wet*, dry on dry*, wax resist, direct*, indirect*, impasto*, stencil, fresco)
- sculpture techniques (e.g., cutting, carving, constructing, gluing, folding, bending, modeling)
- printmaking techniques [e.g., monotype, stenciling, relief (reductive: rubbing, stamps, vegetable printing, block carving, scratch foam), impressing (additive: collagraph*)]
- ceramic techniques (e.g., pinch, coil, slab, casting, decoration)
- computer fine art techniques (e.g., mouse, keypad, scanner, collage* or montage)
- photographic techniques (e.g., rayograms or sun prints, pinhole camera, Polaroid)
- textile techniques (e.g., weaving, sewing, surface treatment, batik*, collage**)
- graphic design techniques (e.g., printing, stamping, lettering)

4.1.3	cognitive processes (e.g., observation, examination, research, reflection, brainstorm, exploration, imagination, memory, innovation, interpretation, independent thinking)
4.1.4	responses (e.g., visual, tactile, kinetic, temporal)
4.1.5	- production process [e.g., drawing (dry, wet), painting (watercolor, tempera*, acrylic*), sculpture (additive, subtractive, constructive), printmaking (monotype, stencil, relief), ceramic (pinch, coil, slab), computer fine art (draw, paint, digital photo), photography (exposure, develop, print), textiles (off loom weaving, loom weaving, spinning, sewing, cutting, batik*, surface treatment, collage*), graphic design (lettering, layout, composition)] - communication [two-dimensional material, three-dimensional material, (brainstorm, reflection, examination, observation, technology, visual literacy*, information literacy*, media literacy*, art history*)]
4.1.6	use of tools* (i.e., operation, clean up, safety)

Examples of Activities that Support the Standard and Benchmarks

4.1.1	Students explore a wide range of visual art media* and materials, tools*, equipment, and technologies*.
4.1.2	Students learn from demonstration about the traditions of craftsmanship, how to develop and apply craftsmanship, respect for materials, and attitudes held by artists about their work.
4.1.3	Students examine specific works of art, identifying visual art media*, techniques* and processes* used and then discuss how the material used affects the work.
4.1.4	Students select a variety of visual art media*, techniques*, and processes and explore the different responses.
4.1.5	Students learn respect for works of art displayed in the classroom from the teacher's modeling of appropriate behavior.
4.1.6	Students learn from demonstration appropriate methods for using and cleaning up a variety of materials.

Standard 2: STRUCTURE* AND FUNCTION*

Students understand how works of art are structured and how visual art has a variety of functions.

Benchmarks

4.2.1 Know the differences among visual art structures and functions.
4.2.2 Know how expressive images cause different responses and communicate ideas.
4.2.3 Use functions of works of visual art to communicate ideas.

Examples of Specific Knowledge that Support the Standard and Benchmarks

4.2.1 structures: elements of design (e.g., line, shape, form, color, texture, value*, space),
-principles of design (e.g., emphasis, balance, rhythm, movement, proportion, pattern, unity, contrast)
subject matter (e.g., portrait, landscape, narrative, still life)
4.2.2 expressive images (e.g., bodies, faces, dwellings, plants, animals) convey ideas and moods
4.2.3 functions of works of visual art (e.g., decorative, expressive, practical, persuasive, utilitarian)

Examples of Activities that Support the Standard and Benchmarks

4.2.1 Students identify specific visual art elements (such as line, shape, value*, textures, colors, form, and spaces) in a work of art that pertain to its structure.

4.2.1 Students examine specific works of art and discuss how these images, organized in terms of the principles of design (e.g., emphasis, balance, rhythm, movement, proportion, pattern, unity and variety), can elicit strong personal responses from the viewers.

4.2.2 Students describe and discuss how basic visual art elements and principles work together to express ideas, feelings, and values.

4.2.2 Students examine specific works of art and discuss how expressive images (e.g., bodies, faces, dwellings, plants, and animals) convey ideas and moods.

4.2.3	Students develop personal work of art for specific functions. (e.g. decorative, expressive, practical, persuasive, utilitarian.)

Grades K-4

Standard 3: SUBJECT MATTER, THEMES, SYMBOLS, AND IDEAS* IN VISUAL ART

Students know a range of subject matter, symbols, and ideas*.

Benchmarks	
4.3.1	Understand how a variety of subjects, themes, symbols and ideas* are incorporated in a selection of works of art.

Examples of Specific Knowledge that Support the Standard and Benchmarks	
4.3.1	Examples of themes and ideas* (e.g., people, work, celebrations, ethnic heritage, memorials, natural wonders, happiness, playfulness, excitement, fear, joy, information literacy*, media literacy*)

Examples of Activities that Support the Standard and Benchmarks	
4.3.1	Students examine and discuss themes, symbols, and ideas* found in specific works of art.
4.3.1	Students develop personal works of art based upon themes, symbols, and ideas* discussed.
4.3.1	Students examine and identify comparable themes and symbols in the works of art of other cultures.
4.3.1	Students examine the expressive character of specific works of art. They look for various expressive properties including mood language (e.g., sad, cheerful, bold, timid, tranquil, agitated), dynamic language (e.g., sense of tension or energy, conflict or relaxation), and idea language (e.g., symbols, social concepts and psychological or political values).

Standard 4: VISUAL ART HISTORY AND CULTURE

Students understand the visual arts* in relation to history and culture.

Benchmarks

4.4.1 Know that visual art has both a history and specific relationship to various cultures.

Examples of Specific Knowledge that Support the Standard and Benchmarks

4.4.1 Periods of visual art:

Ancient (prehistoric, ethnographic, Egyptian, ancient Near Eastern, ancient Far Eastern, Aegean cultures, Greek, Etruscan, Roman, early Christian, Byzantine)
Middle ages (Islamic, early medieval, Romanesque, Gothic)
Non-western (African, Islander, North and South American)
Renaissance (late Gothic, early Renaissance, high Renaissance, Mannerism, Baroque, Rococo)
Modern (Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, Twentieth-Century, Contemporary)

Examples of Activities that Support the Standard and Benchmarks

4.4.1 Students examine works of art belonging to particular cultures, times, and places such as the following:

1. Egyptian art of the Middle Kingdom
2. Greek architecture
3. Roman sculpture or architecture
4. Medieval sculpture and painting
5. African masks or fabric
6. Renaissance painting
7. Chinese or Japanese ceramics
8. 19th Century impressionist painting
9. Native American art
10. 20th Century Pop art
11. Contemporary

4.4.1	Students examine and discuss specific works of art from different cultures. They develop a timeline that indicates when the works of art were produced and show the geographical location of the culture on a map.

Standard 5: MERITS OF WORKS OF VISUAL ART

Students understand the characteristics and merit of one's own work of art and the works of art of others.

Benchmarks	
4.5.1	Know various purposes for creating works of art.
4.5.2	Know that works of art can elicit different responses.

Examples of Specific Knowledge that Support the Standard and Benchmarks	
4.5.1	ideology, expression*, beliefs, celebrations, remembrance, personal satisfaction or perception*, promotional, values, causes, feelings, beliefs, commemoration, events, accomplishments, conceptual
4.5.2	aesthetics*, art criticism*, art history* art production

Examples of Activities that Support the Standard and Benchmarks	
4.5.1	Students explore instances of universal, recurrent themes in the history of visual art that chronicle human interests and concerns (e.g., nature, religion, parenthood, childhood, community).
4.5.1	Students explore patterns of expression* that hold true for a variety of times and cultures.
4.5.2	Students examine the artistic expression of such common themes as childhood, peace, or celebrations in works of art representing different cultures.

Standard 6: CONNECTIONS

Students make connections between the visual arts* and other disciplines.

Benchmarks	
4.6.1	Know the similarities and differences between the visual arts* and other art disciplines (perfoming arts*, literature, practical arts*).
4.6.2	Know connections between the visual arts* and other disciplines in the curriculum.

Examples of Specific Knowledge that Support the Standard and Benchmarks	
4.6.1	performing arts (i.e., dance, drama, music), literature, practical arts (e.g., craftsmanship, auto repair, furniture making, welding, culinary, interior design)
4.6.2	mathematics, science, social sciences, physical education, business, technology, language arts

Examples of Activities that Support the Standard and Benchmarks	
4.6.1	Students compare use of the following in visual arts*(line, shape, form, color, texture, value, space, emphasis, balance, rhythm and movement, proportion, pattern, unity), and variety with usage in other art disciplines. They also compare functions (e.g., decorative, expressive, practical, and persuasive) among various forms of art.
4.6.1	Students use counting skills to create* patterns in weaving.
4.6.1	Students listen to an author/illustrator talk about the connection between illustrating and writing.
4.6.2	Students create* a personal work of art while listening to the 1812 Overture.
4.6.2	Students create* a 3-D underwater environment using knowledge from science.
4.6.2	Students examine objects under a microscope and draw what is seen.

SUMMARY OF GRADES 5-8 BENCHMARKS

Standard 1: VISUAL ART MEDIA*, TECHNIQUES*, AND PROCESSES*

Students understand and apply visual art media*, techniques*, and processes*.

8.1.1 Understand differences between visual art media*.
8.1.2 Understand how different techniques* are used to create* visual art.
8.1.3 Understand differences between visual art processes*.
8.1.4 Understand how different visual art materials, techniques*, and processes* cause different responses.
8.1.5 Understand how different visual art media*, techniques*, and processes* are used to communicate ideas, experience, and stories.
8.1.6 Use visual art materials and tools* in a safe and responsible manner.

Standard 2: STRUCTURE* AND FUNCTION*

Students understand how works of art are structured and how visual art has a variety of functions.

8.2.1 Know the effects of visual art structures* and functions.
8.2.2 Understand visual art organizational structures* and analyze what makes them effective or ineffective in the communication of ideas.

Standard 3: SUBJECT MATTER, THEMES, SYMBOLS, AND IDEAS* IN VISUAL ART

Students know a range of subject matter, symbols, and ideas*.

8.3.1 Understand how to apply subjects, themes, symbols and ideas in visual art to communicate ideas*.

Standard 4: VISUAL ART HISTORY AND CULTURE

Students understand the visual arts* in relation to history and culture.

8.4.1 Understand the characteristics of works of art in various eras and cultures.

Standard 5: MERITS OF WORKS OF VISUAL ART

Students understand the characteristics and merit of one's own work of art and the works of art of others.

8.5.1 Understand multiple purposes for creating works of art.
8.5.2 Understand how one's own work of art may elicit a variety of responses.

Standard 6: CONNECTIONS

Students make connections between the visual arts* and other disciplines.

8.6.1 Understand the similarities between visual art and other arts disciplines (performing arts*, literature, practical arts*) that share common themes, historical period, or cultural context*.
8.6.2 Understand the relationship between the visual arts* and other disciplines in the curriculum.

Standard 1: VISUAL ART MEDIA*, TECHNIQUES*, AND PROCESSES8

Students understand and apply visual art media*, techniques*, and processes*.

Benchmarks

8.1.1	Understand differences between visual art media*.
8.1.2	Understand how different techniques* are used to create* visual art.
8.1.3	Understand differences between visual art processes*.
8.1.4	Understand how different visual art materials, techniques*, and processes* cause different responses.
8.1.5	Understand how different visual art media*, techniques*, and processes* are used to communicate ideas, experience, and stories.
8.1.6	Use visual art materials and tools* in a safe and responsible manner.

Examples of Specific Knowledge that Support the Standard and Benchmarks

8.1.1
- media (e.g., drawing, painting, sculpture, printmaking, ceramics, computer fine art, photography, textiles, graphic design)
- two-dimensional materials [e.g., paint (watercolor, tempera*, acrylic*), pencil (graphite), charcoal, chalk or pastels, crayon/craypas, markers, colored pencils, ink, paper, fabric]
- three-dimensional materials [e.g., clay (slips or engobes*, glazes), paper (various kinds and weights), cardboard/foam core, molding plaster, wood, fabric, wire, paper maché, tin foil]

8.1.2
- drawing techniques (e.g., gesture*, contour, cross hatch, value* shading, line variation, perspective, composition)
- mixed media (e.g., collage*, combining various mediums)
- painting techniques (e.g., color mixing, wet on wet*, wet on dry*, dry on wet*, dry on dry*, wax resist, direct*, indirect*, impasto*, stencil, fresco)
- sculpture techniques (e.g., cutting, carving, gluing, folding, bending, modeling, constructing)
- printmaking techniques (e.g., monoprint*, stenciling, vegetable printing, relief (reductive: block carving, scratch foam), scratching, impressing (additive: collagraphic), cutting, tearing, gluing, serigraphy*)
- ceramic techniques (e.g., pinch, coil, slab, casting, throwing, decoration)
- computer fine art techniques (e.g., mouse, keyboard, scanner, digital camera, cropping, posterizing)
- photographic techniques (e.g., rayograms or sun print, pinhole camera, Polaroid, develop, print, exposure)
- textile techniques (e.g., weaving, sewing, surface treatment, batik*, collage*)
- graphic design techniques (e.g., printing, stamping, lettering)

Examples of Specific Knowledge that Support the Standard and Benchmarks

8.1.3 - cognitive processes (e.g., observation, examination, research, reflection, brainstorm, exploration)
- production processes [e.g., drawing (dry, wet), painting (watercolor, tempera*, acrylic, sculpture (additive, subtractive, constructive), printmaking (montype, serigraph, collograph, relief, reduction), ceramic(pinch, coil, slab, wheel), computer fine art (draw, paint, digital photo, cut, crop, copy, edit, orientation, size), photography (exposure, develop, print), textiles, (off loom weaving, loom weaving, spinning, sewing, cutting, batik*), graphic design, (lettering, layout, composition)]

8.1.4 - responses (e.g., visual, tactile, kinetic, temporal)

8.1.5 - communication [e.g., two-dimensional material, three-dimensional material, (sequence, center of interest, focus (i.e. fuzzy, sharp), compare, contrast, abstraction, metaphor, allegory, simile, representational, imaginative, functional, brainstorm, reflection, examination, observation, technology, visual literacy*, information literacy, media literacy, art history*)]

8.1.6 use of tools* (i.e., operation, clean up, safety)

Examples of Activities that Support the Standard and Benchmarks

8.1.1 Students identify and experiment with a variety of techniques*.

8.1.2 Students look at works of art made from different materials and by different techniques* (such as painting, photographing, and sculpting) and explain their reactions to the different effects produced by the variety of materials and processes*.

8.1.3 Students examine appropriateness of different visual art media*, techniques* and processes* for a variety of uses. They select a particular visual art media* (such as two-dimensional or three-dimensional) to convey particular messages. For example they use digital image with written text vs. crayon drawing for self-portrait, a science report vs. illustration of a poem, or a gift box vs. a thank-you card.

8.1.4 Students select a variety of visual art media*, techniques*, and processes* for particular projects and then analyze what makes them effective or not effective with their ideas. They reflect upon the effectiveness of their choices.

* - indicates the word or phrase is included in the Glossary

Examples of Activities that Support the Standard and Benchmarks

8.1.5 Having chosen their own work of art or works of art of others, students explain how the visual art media*, technique*, and processes* employed contribute to the overall character of the finished project (e.g., how big brush strokes and brightly colored paint convey movement and energy in the work).

8.1.5 Students observe and discuss a variety of visual structures* (e.g., contrast, repetition, emphasis, movement, rhythm, illusions of depth, harmony, balance), a variety of functions of art (e.g., decorative, expressive, persuasive, political, economic, religious), and derive some generalizations about the nature of art from these observations.

8.1.5 Students critique their own work of art in terms of how effectively the work of art communicates the intended ideas* and relate effectiveness to the organizational structures* (e.g., contrast, repetition, emphasis, movement, rhythm, illusions of depth, harmony, balance) that are dominant in each work of art.

8.1.6 Students employ a variety of visual structures* (e.g. line, shape, texture, color, value, form, contrast, repetition, emphasis, movement, rhythm) and a variety of functions (e.g., decorative, expressive, practical, and persuasive) to communicate personal ideas* through the making of a work of art. Students compare and contrast the effects of these variations.

8.1.6 Students learn from demonstration the appropriate methods for using and cleaning up a variety of materials.

* - indicates the word or phrase is included in the Glossary

Standard 2: STRUCTURE* AND FUNCTION*

Students understand how works of art are structured and how visual art has a variety of functions.

Benchmarks

8.2.1 Know the effects of visual art structures* and functions.

8.2.2 Understand visual art organizational structures* and analyze what makes them effective or ineffective in the communication of ideas.

Examples of Specific Knowledge that Support the Standard and Benchmarks

8.2.1
- elements of design (e.g., line, shape, form, color, texture, value, space)
- principles of design (e.g., balance, contrast, emphasis, movement, rhythm, pattern/repetition, harmony/unity)
- subject matter (e.g., portrait, landscape, narrative, still life)
- functions of art (e.g., decorative, expressive, persuasive, functional, narrative)

8.2.2 art criticism* (i.e., description, analysis, interpretation, judgment)

Examples of Activities that Support the Standard and Benchmarks

8.2.1 Students incorporate elements of time and place in the visual design of a work of art. Aspects of time can extend from the ancient past to the distant future. Aspects of place can range from the immediate surroundings to the global community.

8.2.2 Students examine images based on the American Flag, address such aesthetic issues as "What do you see? How did works of art use elements and principles? How can we interpret the work of art for cultural and societal values? And, "Why is it art?"

Standard 3: SUBJECT MATTER, THEMES, SYMBOLS, AND IDEAS* IN VISUAL ART

Students know a range of subject matter, symbols, and ideas*.

Benchmarks

8.3.1 Understand how to apply subjects, themes, symbols and ideas in visual art to communicate ideas*.

Examples of Specific Knowledge that Support the Standard and Benchmarks

8.3.1
- subject matter (e.g., portrait, landscape, narrative, still life)
- themes (e.g., people, work, celebrations, memorials, natural wonders, happiness, playfulness, excitement, fear, joy)
- types of symbols (e.g., patriotic, religious, regulatory, holiday)
- context* (e.g., historical, cultural)

Examples of Activities that Support the Standard and Benchmarks

8.3.1 Students identify and compare specific works of art such as the following:
- Architectural styles of public buildings from the 20th century with those of the 15th and 16th centuries, including European and East Asian cultures.
- Landscape painting of the 20th century with those from the 18th and 19th centuries, including European and East Asian cultures.
- Ceramic works from East Asian cultures of the first millennium C.E. with those from Europe and Meso-America of the same period.

8.3.1 Students answer questions such as the following:
- Where is the origin of this school's style of architecture?
- Why does the state capitol building look as it does?
- To which kind of art were Pop artists reacting?
- To which kind of art were Impressionist painters reacting?

8.3.1 Students place a variety of historical and cultural symbols into visual art production.

Grades 5–8

Standard 4: VISUAL ART HISTORY AND CULTURE

Students understand the visual arts* in relation to history and culture.

Benchmarks

8.4.1 Understand the characteristics of works of art in various eras and cultures.

Examples of Specific Knowledge that Support the Standard and Benchmarks

8.4.1 Periods of visual art:
Ancient (prehistoric, ethnographic, Egyptian, ancient Near Eastern, ancient Far Eastern, Aegean cultures, Greek, Etruscan, Roman, early Christian, Byzantine)
Middle ages (Islamic, early medieval, Romanesque, Gothic)
Non-western (African, Islander, Native American)
Renaissance (late Gothic, early Renaissance, high Renaissance, Mannerism, Baroque, Rococo)
Modern (Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, Twentieth-Century, Contemporary)

Examples of Activities that Support the Standard and Benchmarks

8.4.1 Students compare people's reasons for making visual art (e.g., to promote a value or a cause, express a feeling or belief, commemorate events and celebrations, gain satisfaction through accomplishment).

8.4.1 Through critical review, students identify how groups express their regard for human dignity and the rights of the individual in works of art.

8.4.1 Students examine and explain how the symbolism of dignity and worth are used in historic and contemporary works of art.

8.4.1 Students examine historic meaning in a work of art.

* - indicates the word or phrase is included in the Glossary

Standard 5: MERITS OF WORKS OF VISUAL ART

Students understand the characteristics and merit of one's own work of art and works of art of others.

Benchmarks

8.5.1 Understand multiple purposes for creating works of art.
8.5.2 Understand how one's own work of art may elicit a variety of responses.

Examples of Specific Knowledge that Support the Standard and Benchmarks

8.5.1 purposes (e.g., ideology; expression*; beliefs; celebrations; remembrance; personal satisfaction or perception*; promotion of values, causes, or feelings; commemoration of events or accomplishments; conceptions)
8.5.2 art history*, art criticism*, aesthetics*, art production

Examples of Activities that Support the Standard and Benchmarks

8.5.1 Students study the paintings of Jacques Louis David in relationship to the design of clothing, architecture, and sculpture in France during the reign of Napoleon.

8.5.2 Students examine the relationship between the graphic arts and industrial design during the 20th century.

8.5.2 Students examine their own work of art for purpose and meaning.

* - indicates the word or phrase is included in the Glossary

Standard 6: CONNECTIONS

Students make connections between the visual arts* and other disciplines.

Benchmarks	
8.6.1	Understand similarities between visual art and other arts disciplines (performing arts*, literature, practical arts*) that share common themes, historical period, or cultural context*.
8.6.2	Understand the relationship between the visual arts* and other disciplines in the curriculum.

Examples of Specific Knowledge that Support the Standard and Benchmarks	
8.6.1	performing arts*, literature, practical arts*, technologies, media literacy*, information literacy, art history*, art criticism*, aesthetics*, themes, symbols
8.6.2	mathematics, science, social sciences, technology, physical education, business, language arts

Examples of Activities that Support the Standard and Benchmarks	
8.6.1	Students study the work of M. C. Escher in relation to geometry, create a design that will tessellate, and use the design as a basis for a work of art.
8.6.1	Students design props for a variety/music program.
8.6.1	Students compare the rhythm of dance and music to the rhythm in the visual art principles of design.
8.6.2	Students study the Mayan culture, create a glyph motif, and create a work of art in relief printmaking.
8.6.2	Students study classical Greek and Roman cultures to explore mosaic works and read *Piece by Piece: Mosaics of the Modern World*. They use what they have learned to create* works of art using mosaics.
8.6.2	Students use a microscope to study textures and patterns of a variety of materials (e.g., parts of plants, hair, fabrics, insects). They create a painting based on what they saw under the microscope.

* - indicates the word or phrase is included in the Glossary

SUMMARY OF GRADES 9-12 BENCHMARKS

Standard 1: VISUAL ART MEDIA*, TECHNIQUES*, AND PROCESSES*

Students understand and apply visual art media*, techniques*, and processes*.

12.1.1 Use visual art media*, techniques*, and processes* to accomplish a purpose in their own works of art.

12.1.2 Understand how to create* works of visual art that communicate an idea in one or more visual art media*.

12.1.3 Use visual art materials and tools* in a safe and responsible manner.

Standard 2: STRUCTURE* AND FUNCTION*

Students understand how works of art are structured and how visual art has a variety of functions.

12.2.1 Understand how the visual structures* and functions accomplish personal, commercial, societal, or other art intentions.

12.2.2 Understand what makes various visual art organizational structures* effective or ineffective in the communication of ideas.

Standard 3: SUBJECT MATTER, THEMES, SYMBOLS, AND IDEAS* IN VISUAL ART

Students know a range of subject matter, symbols, and ideas*.

12.3.1 Understand how to interpret, integrate, and apply subjects, symbols, themes*, and ideas into their work of art.

Standard 4: VISUAL ART HISTORY AND CULTURE

Students understand the visual arts* in relation to history and culture.

12.4.1 Understand works of art among a variety of historical and cultural contexts* in terms of characteristics, functions, and purposes of visual art.

12.4.2 Understand relationships among works of art in terms of history, aesthetics, and culture.

Standard 5: MERITS OF WORKS OF VISUAL ART

Students understand the characteristics and merit of one's own work of art and the works of art of others.

12.5.1 Understand the possible intentions of those creating works of art.
12.5.2 Understand how specific works of art are created and how they relate to historical and cultural contexts*.
12.5.3 Understand how one's own work of art has purpose and meaning.

Standard 6: CONNECTIONS

Students make connections between the visual arts* and other disciplines.

12.6.1 Understand and compare the similarities between visual art and other art disciplines (performing arts*, literature, practical arts*) that share common themes, historical periods, and cultural context.
12.6.2 Understand and compare the relationship between the visual arts* and other disciplines in the curriculum.

Standard 1: VISUAL ART MEDIA*, TECHNIQUES*, AND PROCESSES*

Students understand and apply visual art media*, techniques*, and processes*.

Benchmarks

12.1.1	Use visual art media*, techniques*, and processes* to accomplish a purpose in their own work of art and understand how they elicit different responses.
12.1.2	Understand how to create* works of art that communicate an idea in one or more visual art media*.
12.1.3	Use visual art materials and tools* in a safe and responsible manner.

Examples of Specific Knowledge that Support the Standard and Benchmarks

12.1.1

- media (e.g., drawing, painting, sculpture, printmaking, ceramics, computer fine art, photography, textiles, graphic design)
- two-dimensional materials [e.g., paint (watercolor, tempera*, acrylic*), pencil (graphite), charcoal, chalk or pastels, crayon/craypas, markers, colored pencils, ink, paper, fabric]
- three dimensional materials [e.g., clay (slips or engobes*, glazes), paper (various kinds and weights), cardboard/foam core, molding plaster, wood, fabric, wire, paper maché, tin foil]
- drawing techniques (e.g., gesture*, contour, cross hatch, value* shading, line variation, perspective, composition)
- mixed media (collage*, combining various mediums)
- painting techniques (e.g., color mixing, wet on wet*, wet on dry*, dry on wet*, dry on dry*, wax resist, direct*, indirect*, fresco, impasto*, stencil)
- sculpture techniques (e.g., cutting, carving, gluing, folding, bending, modeling, constructing)
- printmaking techniques [e.g., monoprint*, stenciling, vegetable printing, relief (reductive: block carving, scratch foam), scratching, impressing (additive: collagraphic), cutting, tearing, gluing, serigraphy*]
- ceramic techniques (e.g., pinch, coil, slab, casting, throwing, decoration)
- computer fine art techniques (e.g., mouse, keyboard, scanner, digital camera, cropping, posterizing)
- photographic techniques (e.g., rayograms or sun prints, pinhole camera, Polaroid, develop, print, exposure)
- textile techniques (e.g., weaving, sewing, surface treatment, batik*, collage*)
- graphic design techniques (e.g., printing, stamping, lettering)
- cognitive processes (e.g., observation, examination, research, reflection, brainstorm,

exploration)

Examples of Specific Knowledge that Support the Standard and Benchmarks

12.1.2
- cognitive processes (e.g., observation, examination, research, reflection, brainstorm, memory, innovation, imagination, interaction, independent thinking)
- production process [e.g. cognitive, technical: drawing (dry, wet), painting (watercolor, tempra, acrylic*), sculpture (additive, subtractive, constructive), printmaking (monotype, stencil, serigraphy, collograph, relief, reduction), ceramic (pinch, coil, slab, wheel), computer fine art (draw, paint, digital photo, cut, crop, copy, edit, orientation, size), photography (exposure, develop, print), textiles (off loom weaving, loom weaving, spinning, sewing, cutting, batik*), graphic design (lettering, layout, composition)]
- communication [(two-dimensional material, three-dimensional material, sequence, theme, exploration, integration, center-of-interest, focus (i.e. fuzzy, sharp), compare, contrast, abstraction, metaphor, allegory, simile, representational, imaginative, functional, brainstorm, reflection, examination, observation, technology, information literacy*, visual literacy*, media literacy*, art history*)]
- responses (e.g., visual, tactile, kinetic, temporal)

12.1.3 use of tools* (operation, clean up, safety)

Examples of Activities that Support the Standard and Benchmarks

12.1.1 Students formulate ideas* and express them in two-dimensional visual art media* and then in three-dimensional visual art media*.

12.1.1 Students develop a theme and explore it in a series of works of art.

12.1.1 Students document progress made and demonstrate a high level of achievement in both the use of visual art media* and the development of strong artistic statements.

12.1.2 Students analyze Paul Cézanne's use of color and its relationship to the composition in a specific work.

12.1.2 Students demonstrate the ability to pursue visual problems* independently using library research skills, community resources, and gallery and museum collections to develop ideas* and to refine the approach. After completing the process, they engage in a personal and group critique of the experience.

12.1.3 Students learn from demonstration appropriate methods for using and cleaning a variety of visual art materials.

* - indicates the word or phrase is included in the Glossary

Grades 9-12

Standard 2: STRUCTURE* AND FUNCTION*

Students understand how works of art are structured and how visual art has a variety of functions.

Benchmarks

12.2.1 Understand how visual art structures and functions accomplish personal, commercial, societal, or other visual art functions.

12.2.2 Understand what makes visual art organizational structures* effective or ineffective in the communication of ideas.

Examples of Specific Knowledge that Support the Standard and Benchmarks

12.2.1
- elements and principles of design (e.g., balance, contrast, pattern/repetition, emphasis, rhythm, movement, harmony/unity,)
- functions of art (e.g., decorative, expressive, persuasive, functional, narrative)
- subject matter (e.g., portrait, landscape, narrative, still life)

12.2.2 art criticism* (i.e., description, analysis, interpretation, judgment), problem solving, solutions

Examples of Activities that Support the Standard and Benchmarks

12.2.1 Based on their analysis* of the structure* of a set of posters, students give reasons why these particular graphics are likely to be commercially effective or ineffective.

12.2.1 Students design an approach to communicating goals visually based upon analysis* of needs.

12.2.1 Students identify a specific visual art problem*, such as the co-existence of harmony and tension, and design a communal work of art that is structured to achieve this goal.

12.2.1 Students design a series of forms that suggests stability or speed.

12.2.2 Students employ organizational structures* and analyze what makes them effective or ineffective in the communication of ideas.

12.2.2	Students state an idea* and develop the use of organizational structures* to communicate the idea persuasively and expressively.

Examples of Activities that Support the Standard and Benchmarks

12.2.2 Students create multiple solutions to specific visual arts problems* that demonstrate competence in producing effective relationships between structural choices and artistic functions.

12.2.2 Students create a series of personal symbols that reflect the conflict between the rights of the individual and the needs of the community.

* - indicates the word or phrase is included in the Glossary

Grades 9-12

Standard 3: SUBJECT MATTER, THEMES, SYMBOLS, AND IDEAS* IN VISUAL ART

Students know a range of subject matter, symbols, and ideas*.

Benchmarks

12.3.1 Understand how to interpret, integrate, and apply subjects, symbols, themes, and ideas* in their work of art.

Examples of Specific Knowledge that Support the Standard and Benchmarks

12.3.1
- subject matter (e.g., portrait, landscape, narrative, still life)
- themes (e.g., people, work, celebrations, memorials, natural wonders, happiness, playfulness, excitement, fear, joy)
- types of symbols (e.g., patriotic, religious, regulatory, holiday)
- context* (historical, cultural, information literacy*, media literacy*, visual literacy)

Examples of Activities that Support the Standard and Benchmarks

12.3.1 Students create* works of art that express what it means to belong to a group.

12.3.1 Students capture in images the experience of being a member of an athletic team or musical group.

12.3.1 Students create a symbol for solitude.

12.3.1 Students interpret and demonstrate relationships, patterns, and connections among a variety of phenomena through the creation of works of art.

12.3.1 Students capture in an image all of the things that are significant in a student's life, using artistic emphasis to identify that which seems most important.

12.3.1 Students present concepts in an organized and clear manner concerning aesthetic issues, using appropriate vocabulary and giving reasons to support their opinions.

12.3.1 Students discuss such issues as:
- Should artists be free to express anything they want, even if it is offensive to others?
- If art is just a matter of personal taste, why bother discussing anything?

- Do you need to know what the artist was trying to do in order to appreciate a work of visual art?

Standard 4: VISUAL ART HISTORY AND CULTURE

Students understand the visual arts* in relation to history and culture.

Benchmarks

12.4.1	Understand works of art among a variety of historical and cultural contexts* in terms of characteristics, functions, and purposes of visual art.
12.4.2	Understand relationships among works of art in terms of history, aesthetics, and culture.

Examples of Specific Knowledge that Support the Standard and Benchmarks

12.4.1	Periods of visual art: Ancient (prehistoric, ethnographic, Egyptian, ancient Near Eastern, ancient Far Eastern, Aegean cultures, Greek, Etruscan, Roman, early Christian, Byzantine) Middle ages (Islamic, early medieval, Romanesque, Gothic) Non-western (African, Islander, Native American) Renaissance (late Gothic, early Renaissance, high Renaissance, Mannerism, Baroque, Rococo) Modern (Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, Twentieth Century, Contemporary)
12.4.2	hypothesis, research, analysis*, documentation, conclusion

Examples of Activities that Support the Standard and Benchmarks

12.4.1	Students identify and locate resource persons and institutions that are useful in providing visual art historical information.
12.4.1	Students locate museums and library resources that can aid in investigating the context* for artists and their work.
12.4.1	Students find out what artists, art critics, and art historians have to say about particular cultures and schools of visual art.
12.4.2	Students examine a contemporary work of arts that is similar in its spirit or choice of symbols to works completed in other times and by other cultures.

12.4.2	Students examine monumental sculpture from the 20th century and compare it to monumental sculpture from Egyptian Middle Kingdom period.
12.4.2	Students examine early typography and compare to illuminated manuscript works.

Standard 5: MERITS OF WORKS OF VISUAL ART

Students understand the characteristics and merit of one's own work of art and the works of art of others.

Benchmarks	
12.5.1	Understand the possible intentions of those creating works of art.
12.5.2	Understand how specific works of art are created and how they relate to historical and cultural contexts.
12.5.3	Understand how one's own work of art has purpose and meaning.

Examples of Specific Knowledge that Support the Standard and Benchmarks	
12.5.1	artistic purposes (e.g., ideology; expression of beliefs; celebrations, remembrance, personal satisfaction or perception*; promotion of values, causes, feelings, beliefs; commemoration of events or accomplishments)
12.5.2	aesthetics*, art history*, art criticism*, art production
12.5.3	art production, aesthetics*, art criticism*, art history

Examples of Activities that Support the Standard and Benchmarks	
12.5.1	Students identify and explain the intentions of the Mexican muralists (e.g., Rivera, Orozco, Siquieros) in shaping political and cultural consciousness through affirmations of freedom and dignity.
12.5.2	Students identify and explain the intentions of the makers of the iron crosses of North Dakota continuing traditions of the German/Russian immigrants.
12.5.2	Students identify the implications of intention and purpose of the work The Raft of the Medusaö by 19th century French artist Theodore Gericault.
12.5.3	Students critique their own work of art and the works of art of others.

* - indicates the word or phrase is included in the Glossary

Standard 6: CONNECTIONS

Students make connections between the visual arts* and other disciplines.

Benchmarks	
12.6.1	Understand and compare the similarities between visual art* and other art disciplines (performing arts*, literature, practical arts) that share common themes, historical period, and cultural context.
12.6.2	Understand and compare the relationship between the visual arts* and other disciplines in the curriculum.

Examples of Specific Knowledge that Support the Standard and Benchmarks	
12.6.1	dance, music, drama, literature, technologies, media literacy*, information literacy*, art history*, art criticism*, aesthetics*, themes, symbols
12.6.2	mathematics, science, social sciences, technology, physical education, business, language arts

Examples of Activities that Support the Standard and Benchmarks	
12.6.1	Students design props for use in a drama production.
12.6.2	Students create visual symbols for use by various departments for their school.
12.6.2	Students design the housing for a computer.
12.6.2	Students examine trees and how they make an impact in science, visual art, language arts and the environment.
12.6.2	Students visually document the impact of human activities on the environment.

* - indicates the word or phrase is included in the Glossary\

SUMMARY OF BENCHMARKS BY STANDARD

Standard 1: VISUAL ART MEDIA*, TECHNIQUES*, AND PROCESSES8

Students understand and apply visual art media*, techniques*, and processes*.

Grades K-4 Benchmarks

4.1.1	Know differences between visual art media*
4.1.2	Know the different techniques used to create* visual art.
4.1.3	Know differences between visual art processes*.
4.1.4	Know how different visual art materials, techniques*, and processes* cause different responses.
4.1.5	Know how different visual art media*, techniques*, and processes* are used to communicate ideas, experience, and stories.
4.1.6	Use visual art materials and tools* in a safe and responsible manner.

Grades 5-8 Benchmarks

8.1.1	Understand differences between visual art media*.
8.1.2	Understand how different techniques* are used to create* visual art.
8.1.3	Understand differences between visual art processes*.
8.1.4	Understand how different visual art materials, techniques*, and processes* cause different responses.
8.1.5	Understand how different visual art media*, techniques*, and processes* are used to communicate ideas, experience, and stories.
8.1.6	Use visual art materials and tools* in a safe and responsible manner.

Grades 9-12 Benchmarks

12.1.1	Use visual art media*, techniques*, and processes* to accomplish a purpose in their own works of art.
12.1.2	Understand how to create* works of art that communicate an idea in one or more art visual media*.
12.1.3	Use visual art materials and tools* in a safe and responsible manner.

Summary by Standard

Standard 2: STRUCTURE* AND FUNCTION*

Students understand how works of art are structured and how visual art has a variety of functions.

Grades K-4 Benchmarks

4.2.1	Know the differences among visual art structures and functions.
4.2.2	Know how expressive images cause different responses and communicate ideas.
4.2.3	Use visual art structures* and functions of works of art to communicate ideas.

Grades 5-8 Benchmarks

8.2.1	Know the effects of visual art structures* and functions.
8.2.2	Understand and use visual art organizational structures* and analyze what makes them effective or ineffective in the communication of ideas.

Grades 9-12 Benchmarks

12.2.1	Understand how the characteristics and structures* of visual art are used to accomplish personal, commercial, societal, or other visual art intentions.
12.2.2	Understand what makes various visual art organizational structures* effective or ineffective in the communication of ideas.

Standard 3: SUBJECT MATTERS, THEMES, SYMBOLS, AND IDEAS IN VISUAL ART

Students know a range of subject matter, symbols, and ideas*.

Grades K-4 Benchmarks

4.3.1	Understand how a variety of subjects, themes, symbols and ideas* are incorporated in a selection of works of art.

Grades 5-8 Benchmarks

8.3.1	Understand how to apply subjects, themes, symbols and ideas in visual art to communicate ideas*.

Grades 9-12 Benchmarks

12.3.1	Understand how to interpret, integrate, and apply subjects, symbols, themes* and ideas in their work of art.

Standard 4: VISUAL ART HISTORY AND CULTURE

Students understand the visual arts* in relation to history and culture.

Grades K-4 Benchmarks	
4.4.1	Know that visual art has both a history and specific relationship to various cultures.

Grades 5-8 Benchmarks	
8.4.1	Understand the characteristics of works of art in various eras and cultures.

Grades 9-12 Benchmarks	
12.4.1	Understand works of art among a variety of historical and cultural contexts* in terms of characteristics, functions, and purposes of visual art.
12.4.2	Understand relationships among works of art in terms of history, aesthetics, and culture.

Standard 5: MERITS OF WORKS OF VISUAL ART

Students understand the characteristics and merit of one's own work of art and the works of art of others.

Grades K-4 Benchmarks

4.5.1	Know various purposes for creating works of art.
4.5.2	Know that works of art can elicit different responses.

Grades 5-8 Benchmarks

8.5.1	Understand multiple purposes for creating works of art.
8.5.2	Understand how one's own work of art may elicit a variety of responses.

Grades 9-12 Benchmarks

12.5.1	Understand the possible intentions of those creating works of art.
12.5.2	Understand how specific works of art are created and how they relate to historical and cultural contexts*.
12.5.3	Understand how one's own work of art has purpose and meaning.

Standard 6: CONNECTIONS

Students make connections between the visual arts* and other disciplines.

Grades K-4 Benchmarks

4.6.1	Know the similarities and differences between the visual arts* and other arts disciplines (performing arts*, literature, practical arts).
4.6.2	Know connections between the visual arts* and other disciplines in the curriculum.

Grades 5-8 Benchmarks

8.6.1	Understand the similarities between visual art and other arts disciplines (performing arts*, literature, practical arts*) that share similar themes, historical period, or cultural context*.
8.6.2	Understand the relationship between the visual arts* and other disciplines in the curriculum.

Grades 9-12 Benchmarks

12.6.1	Understand and compare the similarities between visual arts and other art disciplines (performing arts*, literature, practical arts*) that share common themes, historical periods, and cultural context.
12.6.2	Understand the relationship between the visual arts* and other disciplines in the curriculum.

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GLOSSARY

Acrylic – A paint which uses acrylic medium as its supportive or carrying method.

Aesthetics – A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with those topics.

Analysis – Identifying and examining separate parts as they function independently and together in creative works and studies of the visual arts.

Art criticism – Describing and evaluating the media, processes, and meanings of works of visual art, and making comparative judgments.

Art history – A record of the visual arts, incorporating information, interpretations, and judgments about art objects, artists, and conceptual influences on developments in the visual arts.

Art materials – Resources (such as paint, clay, cardboard, canvas, film, videotape, models, watercolors, wood and plastic) used in the creation and study of visual art.

Art medium- a single category for grouping works of visual art according to the art materials used.

Art media – Broad categories for grouping works of visual art according to the art materials used.

Assess – To analyze and determine the nature and quality of achievement through means appropriate to the subject.

Batik – Application of wax resist on cloth.

Collage – A two-dimensional process of pasting or gluing material onto another service.

Collagraph – A printing process in which a built up printing plate surface is impressed on to a printing surface such as paper.

Context – A set of interrelated conditions (such as social, economic, political) in the visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts and that define specific cultures and eras.

Create – To produce works of visual art using materials, techniques, processes, elements, and analysis; the flexible and fluent generation of unique, complex, or elaborate ideas.

Design elements – Visual arts components, such as line, texture, color, form, value, shape, and space.

Direct – Refers to the painting method in which paint is applied directly onto the supporting ground without under painting or staining.

Dry brush – Refers to a painting technique that uses a dry (i.e. lacking in water or carrying medium) brush to make marks on the supportive ground.

Egg tempera – A type of painting that makes use of egg white as its carrying medium.

Elements of design: Line, space, shape, form, texture, color, value

Engobes – a type clay slip formulated for specific application in ceramics.

Etching – A printmaking technique in which the surface of a metal plate is reduced through the action of a caustic solution (i.e. acid) acting on the exposed parts of the plate. Ink is then deposited in the reduced areas and the image transferred to paper using the intaglio method of printing.

Expression – A process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

Expressive features – Elements evoking affects such as joy, sadness, or anger.

Fresco – Painting done directly on a wall surface treated with fresh plaster and egg tempera.

Function – Decorative, expressive, practical, persuasive, utilitarian

Gesture – A method of drawing which makes use of abbreviated, responsive markings to express form. Drawing which signals or suggests rather than delineates.

Ideas – Formulated thoughts, opinions, or concepts that can be represented in visual or verbal form.

Impasto – The buildup of the image through the use of paste-like layers of pigment.

Indirect – Refers to the painting method in which paint is applied in layers of glaze, or under painting or staining. The buildup of the image through the use of layers of colors.

Information Literacy – An abstraction, an ideal, and an interlocking set of skills and knowledge characterized by an ability or behavior rather than a specific subject domain.

Intaglio – A printmaking technique such as etching or engraving which makes use of impressing the paper with ink held in the line of the plate rather than from the raised surface of the plate.

Lithograph – Printing from stone. Prepared limestone is used to transfer the image to paper. A drawing is made on the stone with a greased marker, ink is applied and the image is transferred through impression.

Media Literacy – The ability of a person to access, analyze, and produce information for a specific outcomes.

Mono-print – also known as monotype, in which ink or paint medium is transferred from an impervious surface to paper. Similar to printmaking but differs in that the image must be recreated fresh for each printing.

Organizational principles – Balance, emphasis, contrast, pattern, movement, rhythm, unity,(repetition and harmony are sometimes included as principles) as well as, underlying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

Perception – Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings.

Performing Arts: Arts that are performed, such as music, drama, dance.

Practical Arts – The application of visual art design elements and principles into everyday occupations and objects, such as interior design, culinary arts, auto design, woodworking, landscape design, etc.

Principles of design – Balance, emphasis, contrast, pattern, movement, rhythm, unity (sometimes repetition and harmony are included as principles).

Process – A complex operation involving a number of methods or techniques, such as the addition and subtraction process in sculpture, the etching and intaglio processes in printmaking, or the casting or constructing processes in making jewelry.

Rayogram – A photography process created by Man Ray, in which photosensitive paper exposed to light captures the images placed on top of it.

Serigraphy – Also known as silk-screen. A silk-screen (now most commonly of synthetic material) is prepared by blocking out the image. Inks are then transferred by pressing through the open areas of the screen onto the surface to be printed.

Structures – Means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.

Symbols – Something representing another thing.a reduction, simplification, or replacement for the representation of a more complex or series of ideas.

Subject Matter - meaning or significance given to a work of art (e.g. portrait, landscape, still life).

Techniques – Specific methods or approaches used in a larger process; for example, graduation of value or hue in painting, crosshatched lines with pen or pencil, or conveying linear perspective through overlapping, shading, or varying size or color.

Technologies – Complex machines used in the study and creation of art, such as lathes, presses, computers, lasers, and video equipment.

Tempra – opaque water based paint.

Themes – a unifying concept expressed in a work of art.

Tools – Instruments and equipment used by students to create and learn about art, such as brushes, scissors, brayers, easels, knives, kilns, and cameras.

Value – Tonal range from light to medium to dark.

Visual Arts – A broad category that includes the fine arts of drawing, painting, printmaking, sculpture, ceramic, fibers, jewelry, works in wood, paper, and other material; communication and design arts (film, television, graphics arts, architecture, environmental, urban, interior and landscape), folk arts; and installation and performance art.

Visual Art Organizational Structures – Elements and principles of design.

Visual arts problems – Specific challenges based in thinking about and using visual arts components.

Visual Literacy – Refers to methods of analyzing visual properties of objects such as aesthetic scanning, the Feldman Approach, or the Mittler Approach.

Wet on Wet, Wet on Dry, Dry on Wet, Dry on Dry (WW, WD, DW, DD) – a water- color technique this refers to the four primary methods of controlling the amount of water used on the surface (i.e., wet brush on wet paper, wet brush on dry paper, drybrush on wet paper, drypbrush on dry paper).